

# Inspection of Bright Horizons Surbiton Ewell Road Day Nursery and Preschool

301 Ewell Road, Surbiton, London KT6 7AB

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Inspection date:

22 May 2024

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## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

## What is it like to attend this early years setting?

### The provision requires improvement

Staff are warm and welcoming and children arrive at the nursery happily. Staff support children to settle in well and children demonstrate that they feel safe and secure. Some children, particularly the babies, receive some good-quality care and learning experiences. For example, they delight in exploring animals in the mud then washing them with cloths. Staff talk to them about what they have found and are good role models for communication as children repeat what they say and enjoy making animal noises. However, this is not consistent throughout the nursery. Some of the toddler and pre-school children's learning experiences are variable in quality. This means that older children are not always offered appropriate activities or effective support to meet their needs and support their learning.

The nursery has a curriculum in place and staff understand how children learn. However, at times, some staff do not consider their learning intentions well enough. They do not know how to implement the curriculum through their interactions and activities. This does not always support children's learning at a consistently good level, particularly for the oldest children.

Staff act as positive role models for behaviour, but the lack of organisation in some rooms, combined with some uninviting resources or activities, leads to children becoming unengaged and disruptive. However, staff do step in quickly to help manage any conflicts and comfort the children when needed.

### What does the early years setting do well and what does it need to do better?

- The manager implements some secure ways to monitor and support staff. This helps staff to develop a good awareness of their roles and responsibilities. Although there are regular supervision arrangements in place, and room observations are completed, there is not always sufficient monitoring of all staff's practice. This means, sometimes, weaknesses are not always identified or addressed. This has led to the quality of practice and provision not being consistently good.
- Staff understand how children learn. They observe children, set up activities and describe what their intention is. However, they require further support and training to understand how to implement their curriculum and put it into practice, to extend and develop children's learning further and prepare them for the next stage in their learning.
- Children are happy at the nursery and enjoy attending. They have good relationships with the staff and their peers and settle quickly when they arrive. However, some rooms, including the pre-school and toddler rooms, are not organised as well as they could be. Toys and resources are uncared for and not interesting for children. Staff sometimes also set up activities that are uninviting

or not challenging. As a result, children become unengaged and disruptive. This leads to some incidents of negative behaviour that some staff need support with.

- Staff do not always consider the impact of what they do on children. During the inspection, staff did a large-group time with the pre-school children where they were using blocks to measure dinosaurs. This was not organised as well as it could be, and again, children lost interest and became disruptive.
- Staff support children's early communication skills well. In the baby room, they talk slowly, introducing new words and encouraging children to repeat what they say. With older children, staff engage in nice conversations with them and give time for children to respond. However, some staff need more support and training in understanding how to challenge and extend children's learning further.
- The nursery is safe and secure and children are well supervised and cared for. However, at times, staff do not consider how they are deployed to meet the needs of all of the children. For example, during the inspection, in one room staff focused more on cleaning up before lunch, leaving one member of staff to sit with most of the children.
- The manager and staff have good relationships with parents and keep them up to date with their children's learning. For example, parents have access to an online app and can access observations and photos at home. They are also invited to regular events at the nursery.
- Staff support children with special educational needs well. The named special educational needs coordinator knows the children well and works closely with other professionals to support the children and their families.
- Staff support children to be independent. For example, babies are encouraged to feed themselves and older children enjoy serving their own meals and pouring their own drinks at mealtimes.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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develop effective professional development for staff, to ensure that all staff deliver the curriculum intentions well and understand how to develop and extend children's learning	28/06/2024
improve the organisation of some rooms and the resources, to provide engaging and interesting experiences for children	28/06/2024
support staff to provide consistent behaviour management strategies and help children to understand what is expected of them	28/06/2024
improve teaching in the pre-school and toddler rooms to ensure that children stay engaged and motivated in learning	28/06/2024
implement effective monitoring of staff to ensure that weaker areas of practice are identified and responded to, to raise the overall quality of the provision.	28/06/2024

**To further improve the quality of the early years provision, the provider should:**

- help staff to plan and implement group times more effectively to meet children's needs and promote learning
- review how staff are deployed throughout the day, particularly in the toddler and pre-school rooms, to ensure that all children's needs are being met.

## Setting details

<b>Unique reference number</b>	2527466
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	10349828
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	95
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	020 3926 8400
<b>Date of previous inspection</b>	28 July 2022

## Information about this early years setting

Bright Horizons Surbiton Ewell Road Day Nursery and Preschool registered in 2019 and is located in the Royal Borough of Kingston upon Thames. The nursery opens all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays. There are 25 members of staff who work directly with the children. Of these, 14 hold appropriate early years qualifications at level 2 and above. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Becky Phillips

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The manager carried out a joint observation with the inspector to evaluate the quality of teaching.
- The inspector spoke to staff and parents at appropriate times during the inspection and took account of their views.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector observed the quality of teaching, indoors and outdoors, to assess the impact of this on children's learning.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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